Teaching, Learning & Student Development (TLSD) Division

FY2012 Academic Goal Accomplishments

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Annually, the Teaching, Learning, and Student Development (TLSD) division establishes goals which are derived from the college's Strategic Plan. The following compilation summarizes the major accomplishments submitted by faculty and staff within TLSD for this past year (2011-2012).

Throughout this report, accomplishments are organized according to division. Below is a key for the abbreviations as well as the division leadership:

- Adult Basic Education Center (ABEC) led by Ms. Peggy Heinrich
- Academic Development & Learning Resources (ADLR) led by Dr. Mi Hu
- Business & Sustainability, Safety and Career Technologies (BUS-SSCT) led by Dr. Jeff Boyd
- College Transitions & Developmental Education (CTDE) led by Dr. Elizabeth Roeger
- Communications & Behavioral Sciences (CABS) led by Dr. Rick Mao
- Health Professions (HP) led by Dr. Wendy Miller
- Liberal, Visual & Performing Arts (LVPA) led by Ms. Mary Hatch
- Math, Science and Engineering (MSE) led by Dr. James McGee
- Student Services & Development (SSD) led by Dr. Carol Cowles
- Office of the Vice President for Teaching, Learning & Student Development (VPO) led by Ms. Rose DiGerlando

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Strategic Goal #1 – Curriculum

Ensuring curriculum currency and program relevance based on critical reflection of outcomes

Dept	Unit-Level Strategy – Goal 1	Year-End Accomplishments
1.1 Strengthen assessment at the program level by better using and synthesizing existing forms of data		
ABEC	Revise the ABE Math and entire ASE curriculum to better align with the ABE/ASE Content Standards, as well as the ECC Dev. Ed. content standards.	ABE/ASE senior director and an ABE/ASE faculty member served on state level committees to align the Illinois ABE/ASE content standards with the Common Core State Standards. These new ICCB ABE/ASE standards will be released June 2012. Once released, work on the math and ASE curricula will resume; therefore this goal will roll over into FY13.
ADLR	Support the development of new distance learning offerings for online, hybrid, and enhanced learning environments	New development slowed this year, only one new course. Focus for the year was implementing faculty Peer Mentor Program and Learning Object Repository Implementation
MSE	Assess new biology lab to evaluate additional department equipment needs	Biology labs are functioning effectively. Continuing to develop teaching collections to support our new laboratories and the addition of one new course (BIO108).
MSE	Conduct biology departmental level assessment	This has been completed. Data suggests courses are effective. Will continue to revise learning outcomes and refine measurements.
MSE	Standardize Biology 110 course content	Once BIO108 is fully implemented will focus on this goal.
MSE	Continue to implement BIO 108	Course for non-health majors. Implemented 7 sections in spring 2012 and 15 in fall 2011. The four instructors who designed this course are continuing to revise the curriculum.
MSE	Continue to analyze MTH assessment data to apply to teaching.	In the 2011-2012, an assessment instrument was developed for MTH097 and MTH120. Data is currently being collected.
MSE	Continue to support math collaboration and participate in the Alliance for College Readiness.	Ken Beynon is the chair for the math team. Another active member of the team is an adjunct, Dave Lawrence. Many full-time and adjunct faculty attend the Alliance meetings.
MSE	Revisit which MTH courses should require a comprehensive final exam	All department members agreed that the sequence of developmental algebra courses MTH090, 096, and 098 should have departmental final exam. A final for 090 and 098 already exist and a committee developed a final for MTH096.
VPO	Enhance program review process to work closely one-on-one with coordinators and deans	Enhancements are ongoing and incorporate faculty/dean feedback. New process for FY12 included one-on-one interviews to discuss state of the program, current issues, and desired direction. Task demand reduced on instructional coordinators as the assessment department assumes editor-role.
VPO	Enrich data sources used to inform program development	Plans are in place to add an "Innovate" phase to the Program Development process, where multiple stakeholders across the college will collaborate to share key date sources which can be used on an annual basis to inform future program development. Funding for a web-based tool that provides access to in-depth, local employment data and analysis has been secured for FY13.

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Dept	Unit-Level Strategy – Goal 1	Year-End Accomplishments
1.2 Define a clear process for continuous review, discussion and communication of results from assessment and program review to inform curricula		
BUS-SSCT	Review accounting curriculum changes.	Recommended more than 40 changes. Changes approved per recommendations from Advisory Committee include adding Customer Relationship Management, Problems and Projects in Management, Business ethics, Global Business, Business Plan Writing, International Business E-Commerce, and Human Relations Management.
BUS-SSCT	Review and work on strategic plan for low enrolled courses and programs	Exploring strategic initiatives such as scheduling and program marketing.
BUS-SSCT	Seek opportunities to incorporate green and/or sustainable practices/initiatives into courses and programs (Triple Bottom-line Sustainability- Economic, Environmental, and Social Well-being)	Several sustainable initiatives were implemented include earth day, water bottle fillers, energy efficient lighting in several labs. Culinary has planted its second rooftop garden and it's exploring courses in soil, plant and food sciences.
BUS-SSCT	Continue to evaluate, expand and connect CAD curriculum to Industrial Manufacturing Technology	A 3-D CAD Software module has been purchased to connect Computer Automated Design with Manufacturing.
BUS-SSCT	Incorporate the new and revised management courses.	More than 40 course changes were made to the curriculum.
MSE	IAI approval for Zoology as part of Biology program	Professor Vogt is resubmitting this course for approval for the October IAI deadline.
1.3 Plan and outline revisions of developmental education sequences, delivery, and/or topics to improve student success		
SSD	Student Success department will implement an intervention for Emerging Scholars for students in developmental education	A four-part intervention (touch) program was developed and implemented for students in the AtD developmental course pilot. Improvements were made for Spring 2012 as well as and follow-up with the Fall students.
VPO	Implement affective measures (i.e., emotions, dispositions, etc.) to aid improvements for developmental education student success	Survey adapted from tool created by faculty member and administered in 7 sections of MTH in FA11. Adapted further for ENG/RDG students, and administered in SP11. Analysis will be completed over the summer.
Additional Improvements		
ADLR	Develop and implement distance learning specific marketing tools to promote ECC distance learning options and services to internal and district constituents	Continued to work with marketing to incorporate distance learning into existing materials. The DL website was revamped to better support students. Developing a bookmark to clarify purpose of online classes and what to expect after registering.
BUS-SSCT	Purchase IMT/Solidworks Manufacturing Software to integrate into the Computer Integrated Manufacturing Curriculum	Software was purchased to complete this integration. This will allow students to see integration between concepts and manufacturing.
BUS-SSCT	Repackage IST courses to fit within Energy Management and IMT programs	Courses incorporated into additional degree programs which increased enrollment and utility of course.
CTDE	Expand Tech Prep offerings	Completed Paralegal program of study documents and review with PAR Advisory Committee. Completed new Energy Mgt. POS. Establish an Early Childhood Regional Advisory Team
HP	Conduct a needs assessment for massage therapy and begin curriculum exploration for a new SPA certificate program	Needs assessment completed (fall 2011), consultant identified (fall 2011), and curriculum development started (spring 2012).
HP	Achieve re-accreditation of the massage therapy program through COMTA	COMTA re-accreditation visit (June 2012). Response to site visit due July 2012.

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Dept	Unit-Level Strategy – Goal 1	Year-End Accomplishments
HP	Revise the nursing curriculum to align with NLNAC recommendations	Consultant identified (fall 2011), new course outlines and outcomes developed (spring 2012).
HP	Develop a draft of the NLNAC focus report to be submitted to the National League for Nursing Accrediting Commission	Initial draft developed (spring 2012), faculty to review draft (summer 2012).
HP	Achieve re-accreditation of the radiography program through JRCERT (site visit scheduled 2/12)	Radiography program re-accredited (summer 2012).
HP	Develop curricula for advanced medical imaging certificates (CT, MR, Mammography) in collaboration with consultants contracted through the CBJT grant	Consultants identified (fall 2011), new curricula developed (CT, MR, Mammography) (spring 2012).
HP	Conduct a needs assessment for surgical technology and begin curriculum exploration for a new Sterile Processing certificate program	Needs assessment completed (spring 2012).
HP	Begin work on the addition of an AAS degree option in surgical technology based on recommendations from ARC/STA	New curriculum proposal will go to curriculum committee (fall 2012).
LVPA	Create new language courses that will meet language requirements at senior institutions	HIN (Hindi) 101 and 102 approved and scheduled FY13. ITN (Italian) 101/102 approved/scheduled FY13; 201 & 202 developed and pending Curriculum committee approval.
LVPA	Create new language immersion/study abroad programs	MOU signed with Universidad Interamericana de Puerto Rico; the goal is to offer Spanish language students another immersion/study abroad option in addition to our Cuernavaca, Mexico program. We're also re-opening discussions with University of Puerto Rico; these had stalled during period of unrest.
LVPA	Continue to develop music technology program	Certificate program approved and effective as of 2012SU. AAS in development. Music production courses consistently waitlisted.
LVPA	Adapt/upgrade existing music technology space	Delayed due to change in space assignment. Renovation of new space planned for summer, with move prior to 2012FA (fall move contingent on timely completion of MSC/C as other programs cascade to different building to facilitate change.)
LVPA	Expand course offerings in existing languages	Development delayed due to special payment negotiations; courses in development now and will be submitted to curriculum committee in 2012FA.

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Strategic Goal #2 – Student Engagement
Promoting student engagement and intentional learning

Dept	Unit-Level Activity – Goal 2	Year-End Accomplishments
2.1 Pilot intentional approaches to academic advising		
SSD	Provide appropriate academic support for athletes through the ACE (Athletes Commit to Excellence) program.	Program requires athletes to complete an Ed Plan meeting with ACE program leaders. The Athletic programs had three 4.0 student-athletes; one 3.94; twenty-six 3.0/+. Team GPA's follow: Women's C.C.-3.40, Women's softball-3.22 (nominated NJCAA Academic team of year), Women's tennis-3.06 (nominated Academic team of year), Men's golf-2.99, Women's basketball-2.96, Women's soccer-2.96, Men's C.C.-2.94, Volleyball-2.89, Baseball-2.74, Men's tennis-2.63, Men's basketball-2.57, Men's soccer-2.35
2.2 Set expectations and customize specifications for the use of various technologies to guide the advising pilots		
SSD	Counseling will use various modalities to communicate with developmental students identified and participating in Achieving the Dream Pilot.	Counselors who reported success in reaching ad following up with students utilized email and telephone contacts. Letters were not an optimal communication mode.
SSD	Counseling will pilot e-advising for 2012 Summer Bridge Program students.	Two PT Counselors were assigned to work with students via e-mail and telephone to establish educational plans based on successful completion of Summer Bridge. Alternate plans were established if students were unsuccessful. Students were preregistered for both prior to attending New Student Orientation
2.3 Pilot planned enhancements for new student orientations		
SSD	Examine effectiveness of new student orientation and make recommendations for improvements.	First Year Programs office created a plan for FY13 improvements and collaboration within the campus after external benchmarking completed.
SSD	Strengthen first-year programs.	Revised and expanded outcomes for new student orientation, parent/family orientation, New Student Convocation and other First Year Programs. Will continue this into FY13 with the inclusion of formalized outcomes for Peer Leader program.
Additional Improvements		
ADLR	Academic Support will create ESL Student Interest Groups. Provide information regarding community services of interest to students.	During Hispanic Heritage month information was provided to students related to Energy Saving, Child Care, Fitness, and Youth Arts programs. Response was very positive. ESL student interest groups were not created.
ADLR	Intensive English Program will develop collaborative relationship with other campus units to create opportunities for international students to integrate socially into the ECC community	Director serves as advisor for Pakistani Student Association. IEP students were introduced to the United Students of All Cultures club. Student Club presidents met with IEP students, resulting in IEP students participating in events during International Week for embracing global perspectives on campus. IEP collaborated on Winter Camp for Chinese students from Sanyuan. Counselor worked with IEP students completing the program to successfully move to credit courses.
ADLR	Ensure quality services after moving GED Testing and Tutoring to new facilities	Moved GED testing to MPC. Tutoring was moved to Building C in December. Advertising was increased, and students easily found new locations.
HP	Encourage all HST students to sit for the ASCP certification exam upon completion	In 2011, all Histotechnology students sat for the exam and 80% passed the exam on the first attempt.

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Dept	Unit-Level Activity – Goal 2	Year-End Accomplishments
LVPA	Develop plan to offer 3D art classes again, which includes renovating labs and brining labs up to current code.	Renovation deferred; no funding source identified. Expanded use of jewelry lab after adding fire door to facilitate use for both jewelry and sculpture classes. Implemented work-around, avoiding piped gas system; used small tanks at 4 stations for small-scale welding.
SSD	Student Life will implement and promote co-curricular transcripts	Launched co-curricular transcripts spring 2012 to student leaders. 12 students have submitted requests. FY13 will promote service and highlight benefits more broadly.
SSD	Student Life will enhance student organization/club advisor resources in terms of training, benefits, seminars, support.	Held two advisor meet and greets, Of a total of 33 advisors, 22attended in fall; 14 attended in spring. Produced two newsletters for advisors which highlighted budget and travel procedures, invited advisors to budget workshops and club training. Will promote benefits and incentives of advisor involvement in FY13.
SSD	Ensure effectiveness of Student Life services and programming in promoting student engagement.	Established comprehensive training for student workers and help bi-monthly meetings to improve service and maintain reception area. Purchased scanner to track student involvement. Created timelines for department planning. Six student workers were trained in the fall; 18 Spartan Leaders were trained in the spring.
SSD	Admissions will increase the quality of campus events	Held 3 main events: (1) "Experience ECC" to educate prospective students and their families about the programs and services the college offers as well as the enrollment process: attendees 92 (2) "High School Senior Day" to assist students with completing or beginning the enrollment process: attendees 84, and (3) "Adult Information Sessions" (3 annually):attendees 47, to educate participants about the programs and services the college offers, assist those that are ready with enrolling at the college. Quality was ensured through analysis of evaluations.

Strategic Goal #3 – Student Success

Improving success milestones among key focus populations: first-year, developmental, Black and Latino

Dept	Unit-Level Strategy – Goal 3	Year-End Accomplishments
3.1 Modify developmental course sequencing and topics and prepare a plan for implementation of modified curricula in FY2012.		
CABS	Review RDG placement to decide if changes should be recommended	Data collection and faculty discussions in progress.
MSE	Support developmental math Achieving the Dream initiatives	Some improvements include: 1. Implemented MyMathTest online preparation for the COMPASS placement exam. Results are currently being analyzed. 2. Began Mth096 Placement Verification project in Spring 2012, which was an assessment given to Mth096 students regarding their arithmetic ability (signed numbers and fractions). Results are currently being analyzed. 3. Performed a significant revision to Mth096/098 course outcomes by removing a significant amount of the content overlap, adding "study skills" outcomes to Mth096, and extending the content covered in Mth098 to better prepare students for Mth112. These new course outlines will be submitted during the Fall 2012

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Dept	Unit-Level Strategy – Goal 3	Year-End Accomplishments
		semester, but the primary work was during the 2011-2012 academic year. 4. Continued to implement the Final Exam Review sessions for Mth090, 096, and 098. 5. Created a survey of 096 and 099 students to assess course "buy-in", which was an objective of the new combined course. One semester of data collected (Spring 2012), with a second to be collected Fall 2012.
**3.2 Research and prepare specifications for placement testing options for English Language Learning (ELL) students and curricular options for students with low intellectual abilities**	
ABEC	Pilot ENG101/ESL Learning Community and evaluate success.	Two sections were offered serving a total of 22 students. 100% of students successfully passed with a "C" or higher. Pairing will be continued FY13 to accelerate student progression.
ABEC	Explore and identify alternative options for the Citizenship program, per the FY12 National ESL Reporting Standards Action Plan.	Implemented a dual enrollment policy requiring Citizenship students be co-enrolled in regular ESL classes. Alternatives through the Area Planning Council were not funded.
ABEC	Evaluate alternative options for the upper-level ESL program (e.g. classify as ABE for ESL students), per the FY12 National ESL Reporting Standards Action Plan.	Converting Advanced ESL to ABE for Academic ESL will be developed in Summer 2012 and presented to the Curriculum committee.
ABEC	Study and develop a new class schedule which intensifies instruction, per the FY12 National ESL Reporting Standards Action Plan.	Increased credit hours (3 to 6) for all classes to meet the FY12 National ESL Reporting Standards Action Plan. In some cases, the number of credit hours and days of the week that the class meets have also been increased starting summer 2012.
ABEC	Develop and implement alternative reading and math assessments to assist with placement decisions.	Alternative assessments for reading and math courses were developed by committees consisting of faculty and administration. These assessments have been given to students by faculty members and have served as an additional piece of information in making placement decisions since summer 2011.
**Additional Improvements**	
ABEC	Implement strategic post-testing for all ABE/ASE/ESL classes, testing students once meet necessary attendance hour benchmarks. Review and improve procedures.	Implemented new process for strategic post-testing. A meeting has been set up for the review of the procedures and processes to identify improvements. Items to review include the number of BEST tests that need to be issued in a short period of time, a compiled listing of students who need testing, and continued cooperation with the Testing Center.
CTDE	Upward Bound will improve students' academic performance	Program provides alternative educational support to enhance the student's academic needs through tutoring, workshops, classes and other activities. Parent involvement has improved the outcomes of student's academic performance: 1) 78 parents involved in Parent Support Group; 2) 227 parents and students attended Orientation; 3) 81 attended the Awards Banquet; and 4) 68 attended Parent Workshops.
CTDE	Upward Bound will improve student persistence	Program provided after school tutorial support on a weekly basics (four days per week) for 58 students, as well as a weekly follow up to monitor student's progress.

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Dept	Unit-Level Strategy – Goal 3	Year-End Accomplishments
CTDE	Upward Bound will assist students in transition to four-year institution	Each graduate will complete a Follow-Up Information Packet. Graduates are also tracked through the National Student Clearinghouse Report.
SSD	Counseling will create and offer workshop series for students in developmental courses	Student Success Plans were developed for students identified in the developmental AtD pilot : Emerging Scholars for fall 2011: Students in developmental courses 2 levels below college ready were divided among counselors (Full time and Part time) Out of the 110 students 5 students withdrew from all courses and 24 students withdrew from at least one class, but continued enrollment at the college. During the phone call contact (second or third week of classes) counselors reached/made contact with 42% of the students (46 students). Twenty five (25) students scheduled an appointment to complete success plan during the eighth or ninth week and fifteen (15) students completed a success plan (attended the scheduled meeting).
SSD	First Year Programs will strengthen and advance first year student experience program.	Enhanced workshops for new students. Strengthened the Peer Leader program. Strengthened outcomes for various first-year programming elements.

Strategic Goal #4 – Faculty Development
Supporting the continuing growth of faculty in learning theory, teaching methodology, technology and individual disciplines

Dept	Unit-Level Strategy – Goal 4	Year-End Accomplishments
4.1 Formalize professional development processes for faculty		
ABEC	Create opportunities for faculty to share research based language teaching methods and strategies.	Held 6 faculty roundtable discussions and 4 research discussion groups. Faculty roundtable discussions were facilitated for specific ESL levels. Two research discussion groups were conducted specifically regarding the acquisition of second language speaking skills.
ADLR	Review and make needed changes to CETL forms based on feedback from participants about workshops and courses	CETL forms have been revised according to recommendations made by faculty who attended workshops, the CETL advisory board and the division dean. The revised forms were successful in clarifying specific requests of faculty and the needs of the program.
HP	Support faculty attendance at one academic professional development course and one cultural competency development course	All Physical Therapy Assistant faculty have attended one academic professional development course; cultural competency training is ongoing.
HP	Provide professional development for RAD clinical instructors using ASRT's (American Society of Radiologic Technologists) Clinical Instructor Academy modules	Ongoing; clinical instructors have met professional development goals for FY 12.
SSD	Create Counselor Electronic Handbook	All policy, procedure, and curricular updates are posted online for counselor reference.
SSD	Create regional Community College Counselor Consortium	ECC hosted the Community College Counselor Consortium meeting on serving undocumented students. Over 80 people from at least 7 campuses attended this event.

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Dept	Unit-Level Strategy – Goal 4	Year-End Accomplishments
4.2 Pilot opportunities for professional development in the areas of cultural competence and developmental education		
CTDE	Collect data and use for FY13 planning and budget requests.	An electronic survey was sent FT and PT developmental education faculty asking about pedagogy and teacher prep. A Developmental Learning Academy for faculty is being planned in coordination with the CETL.
MSE	Continue communication between fulltime MTH and adjunct teachers	Adjunct instructors are encouraged to attend all department meetings and if appropriate, are invited to participate in committee work. The math adjunct handbook and emath website are excellent resources for all faculty members and helps ensure consistency across the curriculum.
MSE	Hold math professional day(s) for full and part-time faculty	This goal was not accomplished due to AtD initiatives this school year.
4.3 Establish additional supports and incentives for unit adjunct faculty and expectations for non-unit adjunct faculty to participate in faculty development		
ADLR	Adapt the online course to face-to-face to accommodate adjunct faculty needs	The syllabus has been developed for Pedagogical Strategies for Success for Adjunct Faculty. The first face-to-face pilot will be taught Fall 2012.
ADLR	Expand current effort to serve adjunct and new faculty	Evening workshops and webinars were added to the fall and spring schedules. Evening and Saturday office hours were added to accommodate 45 adjunct faculty for 1-1 consultation with the director.
ADLR	Increase flexible on-demand faculty development focusing on successful use of instructional technology	Implemented use of JoinMe to provide screen sharing capabilities at a distance. Distance Learning continues to work on specific projects as requested. A Distance Learning YouTube channel was created for the distribution of video training.
MSE	Increase BIO adjunct mentoring by full-time faculty	Continue to shadow adjunct faculty and to ensure that they are teaching effectively. Short term mentoring includes: 1. Sample syllabi on the day of hire 2. Sample exams 3. Sample lab handouts for histology and the pig dissection 4. Biweekly meetings Long term mentoring includes the development of a Biology Department Handbook for new hires. Currently we have one new hire, so I have taken on the role as mentor. Most of our adjunct faculty are UA II.
MSE	Develop a new BIO adjunct manual to facilitate entry into the department	Still working on this however it has become less of a priority since our department has hired only 1 new adjunct instructor this school year.
LVPA	Create ART department activities to deepen faculty engagement and enhance skills	One-to-one coaching ongoing on D2L templates and art resources repository. All FT faculty, 2 PT faculty and 35 students participated in field trip to Chicago Art Institute. All full-time faculty attended the national Foundations Art Teaching Excellence conference to increase teaching skills and shared materials and concepts with adjuncts in the respective areas (e.g. drawing, design).
LVPA	Create modern languages department activities to deepen faculty engagement and enhance skills	Fall department workshop held on D2L template use. Additional sessions postponed as department is considering new text/online system; this review activity is the current priority.

Strategic Goal #5 – Cultural Competency

Fostering a spirit of inquiry to increase understanding of racial, ethnic, and global diversity, and of domestic and world cultures

Dept	Unit-Level Strategy – Goal 5	Year-End Accomplishments
5.1 Update and revise the General Education outcome(s) for global/multicultural understanding		
ADLR	Continue supporting the institutional initiative of infusing diversity into our curriculum and developing student's competence in global diversity	Dean served as co-chair GIST sub-committee: International Student Enrollment & Support; visited ECC partners in China to strengthen communication and cooperation; was instrumental in developing relationship with Shanxi Normal University, China; IEP instructor training enhanced; Hosted Chinese artist and Chinese photographer; Facilitated and supported the one-week Winter Camp for 57 Chinese students and teachers.
CABS	Recruit more faculty to infuse curriculum to globalize curriculum	Four faculty participated in Title VI trip to India and infused insights into their courses. Evidence of infusion is documented in the Title VI grant report.
SSD	Explore development of general learning outcomes applicable to all study abroad programs	International student services department is developing assessment for the study abroad program.
5.2 Research new instrument(s) to assess students' understanding of cultural competency based on revised outcome(s)		
SSD	Develop cultural competency experience for students.	Student Life collaborated with other departments to coordinate Multi-Cultural Lock-in and Diversity Conference on campus to introduce cultural competency to students as a component to student success. An pre-and post-event assessment was administered. 60 students attended the Lock-In and approximately 200 students and staff participate at the April Diversity Conference.
Additional Improvements		
HP	Support massage therapy faculty and staff in completing diversity training	Ongoing; majority of MAS faculty have completed diversity training in FY12.
LVPA	Create engaging, evocative cultural experiences in new facilities	Four exhibitions held in the new Max von Isser (library) Gallery; six exhibits in Safety-Kleen (H). Four co-curricular visiting artist lecture events held. World-renowned printmaker led students in constructing 15'x30' castle exhibit. Added 9 professional pieces and 22 student-works to permanent collection; installation of work in new facilities is ongoing, in collaboration with other departments.
LVPA	Implement year two of the US Dept. of Ed Title VIA grant to develop Asian Language & Area studies program	Ten faculty members attended annual South Asia conference in Madison, WI. Faculty development workshops (India focus) conducted; eight faculty traveled to India to immerse in culture prior to infusing courses with India content. Hindi and Chinese language courses developed. Cultural events promoted new Asian focus (Kalapriya Dance Company, the band Red Baraat, & filmmaker Jian Ping.) Multiple departments, individuals and GIST facilitated advancement of institutional agreements to advance program development. An MOU was signed with North East Hill University in India; MOUs were signed with several institutions in China - Chongqing Technical & Business University, Shanxi Normal, Chongqing Finance College, Southwest University of China.
LVPA	Increase attendance at Humanities Center events	Total attendance at Humanities Center events (Socrates Café, Speaker Series & International Film Fest) for FY12 was approximately 1,440. This represents a significant increase over previous year (less than 400); note

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Dept	Unit-Level Strategy – Goal 5	Year-End Accomplishments
		that FY11 programming was truncated due to work-to-rule.
LVPA	Provide art center programming support for Title VIA grant initiatives	The Arts Center director booked the hot new Indian fusion band, Red Baraat, to conduct 5 workshops/residency activities for students and one major public performance - reaching over 500 people in total. Steeped in Indian bhangra traditions, the group infuses funky New Orleans jazz to create a cool multi-ethnic blend.
LVPA & SSD	Create homestay coordinator/international student services specialist position	The International Student Specialist V (Homestay Coordinator) position has been established. Hiring is underway.
SSD	Improve promotion materials for study abroad	A comprehensive review of study abroad promotion and marketing materials was conducted. A master study abroad booklet of all study abroad programs has been developed.

Strategic Goal #6 – Access/Recruitment

Ensuring key focus populations (Black, Latino, adults and first-generation students) have equal access to learning opportunities

Dept	Unit-Level Strategy – Goal 6	Year-End Accomplishments
6.1 Establish data-driven processes for managing enrollment growth		
CABS	Establish s sustainable feeder school sources in BRIC countries (Brazil, Russia, India & China) to recruit international students in a cost-effective way	Student applications from the BRIC group have been increasing. Sanyuan Foreign Languages School in Chengdu of China is increasing its interaction with ECC and Pingyang High School of Linfen of Shanxi Province in China is reviewing an MOU.
SSD	Provide recurring training on accessECC for adult students and others who do not attend orientation	In conjunction with Decision Week, we provided 4 course planning labs sessions. Unfortunately, few participants took advantage. New student guide will be sent to these students with prior college that outlines accessECC and importance of activating email accounts. In addition, accessECC assistance is available by walk-in, phone, and email .
6.2 Enhance recruitment by targeting existing marketing efforts in the Marketing & Communication and Alliance for College Readiness areas		
ABEC	Develop and implement I-CAPS integrated Adult Ed & CTE instructional model in Welding and CNC Operator training.	First two I-CAPS cohorts started in Spring 2012, with 11 students in the CNC cohort and 5 in the Welding. All students successfully passed their first semester courses.
Additional Improvements		
CTDE	Improve data on district college-going rates to support high schools.	All non-disclosure agreements signed. New Alliance Data team was formed. The data team met several times during the year and identified a regional college going rate, as well as a regional year 1 to year 2 "persistence rate."
CTDE	Fully develop Early Retention Alert System.	Shared data with case managers (faculty and staff) and identified process improvement for fall 2012.
HP	Investigate the use of a minimum PSB score as an admission criterion for the DEA program	DEA has adopted the 12th percentile as the minimum score allowed on the PSB exam for admission into the program.
SSD	Enhance new student communications to address information gaps, leverage website,	Admissions, Marketing, IT and Effectiveness implemented a new communication track for prospective students and enhanced communications with Inquiries and Applicants. Admissions began using the

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Dept	Unit-Level Strategy – Goal 6	Year-End Accomplishments
	and improve overall communication to guide students through the enrollment process.	new inquiry track in Nov of 2011 and began using the applicant track June 2012. Projected date for the Prospect track implementation is August 2012.
SSD	Establish information and recruitment process for student athletes	Developed new "NJCAA Need to Know" brochure detailing rules, eligibility requirements and recruiting practices. The brochure details all aspects of recruiting high school student athletes to ECC and guiding each coach through the process from campus visits to making an offer and enrollment.

Strategic Goal #7 – Meeting Student Needs

Creating and offering programs and services that meet the emerging needs of our students

Dept	Unit-Level Strategy – Goal 7	Year-End Accomplishments
7.1 Plan for a credit hour expansion of COL101 Student Success and begin the initial recruitment of additional faculty		
CTDE	Complete COL 101 transition to division and collaborate with AtD audit of success courses.	COL101 has transitioned to the CT and DE Division. An audit was conducted in conjunction with AtD of success courses.
7.2 Plan for scale-up of the summer bridge program utilizing the results from advising pilots and Alliance for College Readiness		
CTDE	Continue expansion of summer bridge program and connect to AtD efforts where appropriate	Received $25k grant from JPMorgan Chase Foundation. Offered multi-level bridge to traditional and non-traditional students. The grant also expanded the high school-to-college "bridging efforts" by supporting the development of a new fourth year high school math course aimed as students who would not normally take math their senior year in high school.
7.3 Build specifications for a comprehensive training and development program whereby new students are mentored by community leaders, staff, faculty and peers		
SSD	Improve and enhance Peer Leader Program	Piloted a course to educate Peer Leaders and expand their skill sets. Peer Leaders produced the "Peeriodical" publication for new students. Established assessment process for Peer Leader program. Developed a course outline for a new mentoring course to go to Curriculum Committee in FY13.
SSD	Student Retention department will coordinate a volunteer mentoring program for African-American and Latino males.	Recruitment meetings were held including a reception in coordination with basketball spirit night. The students have decided that they will be forming a club through Student Life in Fall 2012.
Additional Improvements		
ADLR	Explore free web links that can increase tutor skills and/or be used by students seeking tutoring support	A math tutor was assigned to explore www.khanacademy.com website. Math tutorials on this site were deemed well-done so that we can refer students to them for additional help and information outside of tutoring times. We will begin in FA 2012 to post signs regarding this site on our tutoring computers. There are other tutorials on this site for other subjects. The literature indicates quality materials, so we can be confident referring students to this website.
ADLR	Plan to move into new facility and ensure smooth transition for services	Personnel from Dean's Office, Library, DL, CETL, Tutoring, and Intensive English worked collaboratively with Relocation Advisors and successfully moved and installed all collections, materials, equipment, offices and supplies.

FY2012 Academic Goal Accomplishments

Dept	Unit-Level Strategy – Goal 7	Year-End Accomplishments
ADLR	Collaborate with Art Department regarding displays	Library personnel supported the gallery curator in the development and maintenance of artwork displays within the new library facility.
ADLR	Provide an interactive online student orientation for first-time and returning online students	An online student orientation program for distance learning has been developed. This orientation program can be delivered outside of D2L, the course management system, or incorporated into an online course as part of course content. The orientation is one component of the distance learning website, and we are exploring other areas that would benefit from a link to the content.
BUS-SSCT	Implement and set up the digital forensics lab for law enforcement NSF grant	Waiting for final approval to complete process from NSF.
BUS-SSCT	Collaborate with non-credit FSS program	Combined non-credit and credit offerings to house in the Fire Science department. Proficiency procedures streamlined.
CTDE	Work with Admissions & IR to better identify & track dual enrollment students. Promote dual enrollment more widely with area high schools. Continue case management monitoring quality & offerings through Tech Prep and Middle College. Create new postcard sized literature to direct Early College Credit students to the ECC web for program offerings & information.	Manager of Outcomes Assessment has provided trended data on the college-readiness of dual-enrolled students when they arrive at ECC, which was presented to the Deans.
HP	Develop a mentoring program to use past PTA graduates to support current PTA students	On-going; in FY12 focused on current PTA students mentoring in-coming PTA students.
HP	Conduct a needs assessment and begin curriculum exploration for a new Sterile Processing certificate program under Surgical Technology	Needs assessment completed, curriculum development started.
LVPA	Expand course offerings in alternative modalities	Offered additional online sections in MUS, ART, HUM; increased online enrollment 11% over previous fiscal year.
SSD	Create standardized documentation of student contact after meeting with a counselor	Appointment Scheduling & Reporting System software was purchased and will be implemented in fall 2012.
SSD	Increase counselor and student use of Electronic Course Planning tool	Counselors have been and will continue to be trained on how to utilize the course planning tool and degree audit. Will continue to work on connecting the course planning tool with the articulated transfer education plans. Pilot use of tool with Summer Bridge Students with 2 PT Counselors using e-advising techniques.

FY2012 Academic Goal Accomplishments

SSD	Create a Student Athlete Advisory Committee (SAAC)	Created with rep from each of the 12 programs. Input to improve student-athletes experience at ECC and beyond. Nominated and awarded ECC community (administrators, faculty, and staff) members who made a difference for athletes. Created e-mail distribution list to student-athletes through ECC e-mail system. The SAAC members supported an athlete's College 101 for next fall 2012. Suggested improvement to our ACE program in pursuing the Associates Degree.
SSD	Development of guidebook linking CTE programs to WorkKeys skill levels	Career Services developed the College & Career Ready Student Guide was completed and distributed to U-46 students at the NCRC Recognition Ceremony/ECC CTE Open House on May 3, 2012. Additional copies have been distributed, and will continue to be distributed, for use throughout the college as well as district high schools.
SSD	Create online GSD120 course	Career Services developed two sections are scheduled for fall 2012.
SSD	Develop a well-designed, on-campus student employment program.	Career Services is currently on hold with this program until further direction from Financial Aid.
Dept	**Unit-Level Strategy – Goal 7**	**Year-End Accomplishments**
SSD	Quantitative analysis of the SOAP process for students in suspension or dismissal.	On average, 185 students are suspended and 43 students dismissed each semester over the past three years. A new intervention requiring students on pre-suspension to meet with a counselor prior to registration will be implemented for fall 12.
SSD	Coordinate activities for undecided students.	Undecided students will be identified in Colleague during new student orientations. Correspondence will be sent to students encouraging use of workshops, courses such as GSD 120 , career development web resources and the Career Assessment Package (CAP)
SSD	Review and update online transfer information and education plans. Include information for deciding students.	The web transfer and career development sites were reviewed and benchmarked with area community colleges. Changes have been recommended and made for the transfer site and we are awaiting changes for the career development site.
SSD	Strengthen and advance first year student experience program.	First Year Programs offered workshops for new students based on student needs, saw 100% increase in participation this FY. Piloted course for peer leaders.
VPO	Work to develop two customized "Schedule Generation" type reports that will 1) catch errors, and 2) communicate course costs.	Worked with the original credit schedule transition team to develop a document that meets the needs of staff and students (in the absence of printed schedule) and now offers the file(s) as download(s) on Credit page. To date: Fall course list received 2,829 hits and Summer course list received 5,334 hits.

FY2012 Academic Goal Accomplishments

Strategic Goal #9 – Effectiveness
Conserving spending while improving quality and effectiveness

Dept	Unit-Level Strategy – Goal 9	Year-End Accomplishments
9.1 Maintain or reduce administrative and operating costs to ensure future viability of programs and services		
ADLR	Provide excellent services to meet the needs of learning in the new facility	Collaborated to ensure effective use of study rooms and instruction rooms based on needs; promoting library services through reaching out to library users and collecting ideas for future; planning systematically projects and activities according to identified needs for supporting learning
ADLR	Intensive English Program will collaborate with International Studies Office to improve international student enrollment and services	In collaboration with Student Services, IEP developed a Homestay Program for international students and created the necessary forms for resolving housing issues. The two departments also collaborated on creating the materials for recruitment for Study USA and worked with other staff to make the Sanyuan Winter Camp successful.
ADLR	Develop a plan for better implementation and use of MPC testing center and the computer lab	We have a schedule of testing dates, workshops, KeyTrain, disability groups, and open lab time for MPC-118. We will continue to monitor room usage and needs. More computers were added. The use of the room is working well, and testing is able to use this space without requesting other computer classrooms on campus.
ADLR	Explore using TrackIt in Testing to maintain log of complaints, lost tests, and other issues	Associate dean reviewed this software and determined that it is not feasible for what we need. We will await the SARS software and implement that when it is available.
ADLR	Integrate RFID technology into library services and collection	With the assistance of Backstage, all library materials were processed (about 80,000 items) with RFID tags. The new library has been set up with RFID security gates, 2 self-check stations, 2 inventory wands, and software to integrate the RFID technology with existing library Millennium software.
ADLR	Maintain and enhance services by developing staff and preparing the new CETL/DL lab to support faculty professional development needs	Distance Learning Coordinators utilized Lynda.com to enhance their ability to quickly learn needed skills. Over the course of the year, the staff participated in over 100 hours of training. The DL/CETL lab is up and running. One-on-one assistance to faculty is available.
Arts Center	Replace dimmer racks and compromised conduit that poses safety hazard and eliminate potential for devastating damage to systems in arts center theatres	Board approved purchase in May; work scheduled for August, 2012.
Arts Center	Investigate ticketing and facilities software packages	RFP for ticketing system scheduled; Arts Center staff attended national ticketing managers conference to investigate options; 20 systems investigated. Collaborating with IT to ensure network security enhanced with new system. Facilities software package stalled; VPO office investigation into potential campus-wide facilities scheduling system interrupted when key IT staff change.
Arts Center	Expand use of technology to market programs	The Arts Center is using a variety of social media to build relationship with patrons, Twitter, blogs, Facebook, email (all opt-in). Increased (low-cost) targeted Facebook advertising has been very effective (especially for marketing those artists who use this tool); has driven up to 20% of event tickets sold. Recent survey yielded 15% response. Online ticketing accounts for over 20% of sales.
BUS-SSCT	Work on strategic plan to boost enrollment and to revitalize low enrolled programs.	Collaborating with Director of Student & Academic Effectiveness to develop plans for Entrepreneurship, Criminal Justice, Energy Management, Industrial Manufacturing & System Technology programs, and Welding.

FY2012 Academic Goal Accomplishments

Dept	Unit-Level Strategy – Goal 9	Year-End Accomplishments
VPO	Evaluate course effectiveness for independent study and telecourses	Audit conducted to identify rationale for independent study use. Deans have adopted course scheduling guideline to clarify appropriate usage and Colleague coding changes will be needed to distinguish the instructional method for independent study from the independent study payment method. Student success analysis completed for telecourses and is under discussion with the Deans.
VPO	Evaluate and make recommendations of procedures for Special Payment/Extra Contractual assignments	Collaborated with a team that included members of human resources and full and part-time faculty to review common special payment assignments to identify a new payment structure. A new payment structure was submitted to the BOT in May 2012 for approval.
VPO	Transition from Printed Credit Schedule to Web Based	The transition has been completed. Student and employee feedback regarding any gaps as a result of the transition were evaluated and tools developed to fill the gaps (i.e. Credit Course Costs / Schedule download available online).
VPO	Develop & implement Room Scheduling Software	This activity has been postponed due to vacant manager position and will be reinitiated fall 2012.
9.2 Establish processes to ensure cross-functional collaboration in accomplishing institutional goals to reduce redundancies		
ABEC	Import error-free students into DAISi system from Colleague with the assistance of a college registration person to oversee and train ABEC staff .	Error-free students are imported daily during peak registration periods. One registration staff person was available to train ABEC front office staff on entering information into Colleague to expedite the registration process.
SSD	Provide leadership in reconciling returned mail issues and clean up	Records and Registration identified the key coding issues with returned mail. We have not yet been able to resolve all clean up and coding issues with all queries. This will be included in next year's goals.
SSD	Implement proactive measures for quality compliance regarding residency verification	In spring semester we used a random number generator to identify 200 students selected for residency verification in addition to those that are flagged by returned mail. In addition, we implemented residency verification for students attending orientation beginning April 2012.
Additional Improvements		
ADLR	Maintain quality library services to learning and instruction by creating and modifying policies and procedures	Policies, procedures and plans were created and/or modified to ensure that the quality of library services would remain high during and after the move to the new building.
CTDE	Improve methods to identify students eligible for articulated credit.	A record 674 students earned 3098 *articulated CTE credits* and 125 Tech Prep dual credit students earned 1391 credits.
HP	Closeout the Community-Based Job Training (CBJT) grant	The CBJT grant was officially closed on May 31, 2012. The final report was submitted to the Department of Labor on May 15, 2012.272 students served by the CBJT grant.
SSD	Ensure National Junior College Athletic Association (NJCAA) regulations are followed	Successfully maintained NJCAA, Region IV, and Illinois Skyway Collegiate Conference in all procedures, eligibility and regulations for 2011-2012.
VPO	Establish method for disseminating student success related data in a timely and meaningful manner.	Collaborative student success report is being developed by the new Director of Student and Academic Effectiveness and the Institutional Research/Effectiveness staff. Methods are also being implemented to

FY2012 Academic Goal Accomplishments

Dept	Unit-Level Strategy – Goal 9	Year-End Accomplishments
		ensure ongoing dialogue about data with the Deans.
VPO	Audit and create process for checking data between Colleague and CurricUNET.	Several key field audits were conducted over the last year to improve the accuracy of the data between systems. Continued efforts are being made to automate this process.
VPO	Continue to develop and enhance use of the student/employee Portal	Assisted with Portal implementation. Established new taskforce who will collect input for future improvements from faculty and staff.

Strategic Goal #10 – Decision-Making
Facilitating quality decision making

Dept	Unit-Level Strategy – Goal 10	Year-End Accomplishments
10.2 Collect, disseminate and discuss data in a more systematic and centralized manner		
SSD	Improve the use of data analysis to refine recruitment and marketing strategies	Admissions collaborated with IR and Effectiveness staff to implement new student funnel monitoring report. The report allows the department to target specific groups of students to move through the enrollment process.
VPO	Implement and leverage use of new Director of Student & Academic Effectiveness position	Associate Dean of Enrollment Management moved into role in November. Position is coordinating strategic course scheduling improvements, annual division planning, systematizing the analysis of new student and student success data, and leading special initiatives include the Honors and Learning Communities programs.
10.4 Create materials and routines for continuous peer evaluation of programs and services to guide institutional planning (e.g., set criteria, templates, logic models, etc.)		
Dept	Unit-Level Strategy – Goal 10	Year-End Accomplishments
VPO	Administer CCSSE Survey	Survey successfully administered in over 80 sections during April.
VPO	Improve grant submission, approval, and tracking process	Revised submission process and related forms. Improved communications between Finance and Grants offices.
VPO	Enhance program review process to provide closer support and gain greater insight from review.	Enhancements are ongoing and incorporate faculty/dean feedback. New process for FY12 included one-on-one interviews to discuss state of the program, current issues, and desired direction. Task demand reduced on instructional coordinators as the department assumes editor-role.
VPO	Investigate and develop means to enhance program review process with technology	Identifying needs to make further improvements for improved access to data and forms. Explored existing resources including Google, D2L, CurricUNET, shared drives, EMSI, and Share Point.
VPO	Improve annual planning process and accountability monitoring.	Established new annual process for FY2013 which will provide a more focused approach for addressing division priorities, increase collaboration across units, and foster improved communication.

FY2012 Academic Goal Accomplishments

Additional Improvements		
Dept	**Unit-Level Strategy – Goal 10**	**Year-End Accomplishments**
VPO	Identify process to determine light & heavy labs	A team of faculty and administrators collaborated to develop a process of identifying light and heavy labs. A survey was distributed to instructional coordinator's to be shared fall 2012.
VPO	Improve assessment management process	The curriculum office has documented several changes for the curriculum and course assessment management process, and will be aligning those changes with the new CurricUNET software rollout this summer/fall.
VPO	Audit and organize curriculum and assessment internal online resources	An eNET audit has been completed for TLSD/Assessment/Curriculum, and the team is working on editing current structure and content.

Strategic Goal #12 – Community Linkages

Strengthening our relations with businesses, educational and service organizations vital to our community

Dept	Unit-Level Strategy – Goal 12	Year-End Accomplishments
12.1 Strengthen, improve and diversify external partnerships with businesses, organizations, workforce and professional boards throughout the District (particularly in DuPage and McHenry counties)		
ABEC	Identify and recruit a diverse employer advisory council to provide input/advice on the education and training needed to fill current and future job openings.	A diverse employer group has been identified and is currently providing work experience and internship opportunities. Input and advice is solicited on an individual level. The employers we are working with represent manufacturing, healthcare, hospitality, and not-for-profit. The manufacturing partners tell us that applicants frequently lack technical math skills – calipers, micrometers, etc. Healthcare and not-for-profit partners are seeking bi-lingual employees. Hospitality partners are looking for applicants who are willing to take initiative, have a strong work ethic and have a strong customer service focus. Different business partners have suggested we locate and utilize retired business people to act as mentors to aid in student success.
ADLR	Strengthen the relationship with Sanyuan Foreign Language School by supporting their adoption of FSA as the new English curriculum	Intensive English Program director worked with Sanyuan teachers on curriculum development in January, mentored them in curriculum implementation during the Winter Camp and planned and implemented a training program for an additional two Sanyuan teachers in summer 2012. The director maintains contact with teachers and students from the Winter Camp who have expressed interest in returning to ECC.
ADLR	Determine Disability Services manager's outreaching activities regarding staffing/presentation at area high schools	Disability manager visits high school upon request. Two high schools made requests this year and manager met with 20 students. Collected documentation on-site to expedite process. This change allowed manager to be on campus more for students. The Associate Dean also presented at U-46 special education parent day.
BUS-SSCT	Strengthen partnerships with Secondary Partners	Working with Alliance for College Readiness to establish a Career-Technical Team. This will better coordinate efforts with high school partnerships.
BUS-SSCT	Continue to develop Fire Science Advisory Committee	Established the first Fire Science Advisory Committee in spring 2012 with District 509 fire professionals. 10 participated.
CTDE	Draft strategic plan for Alliance for College Readiness.	Five areas of focus were identified for the Alliance for 2011-12: Increasing middle school outreach & participation, adding a focus on ELL students, expand data sharing efforts, faculty professional development related to the Common Core State Standards and student success, and increasing the college going culture in the region.
CTDE	Improve communication and marketing efforts associated with	Hosted speakers from the national PARCC Consortium at the January Alliance meeting. Presented with the Trustees at the U. S. Department of

FY2012 Academic Goal Accomplishments

Dept	Unit-Level Strategy – Goal 12	Year-End Accomplishments
	the Alliance for College Readiness	Education. Published article in NISOD's Innovation Abstracts. Created college readiness parent booklets & encouraged schools to post electronic versions on their websites.
LVPA	Develop home stay programs for international student	Homestay program developed to provide viable housing option for incoming international students. Three students studied at Chongqing Business & Technical University (China) for a semester.
LVPA	Explore/expand dual credit partnerships in modern languages	Met with U-46 and the Language Arts Academy to discuss opportunities. There is particular interest in German. District 301 also interested in a dual credit agreement in languages.
LVPA	Expand civic partnerships with the Arts Center	The Arts Center director provided artist selection, consultation, guidance and support for successful Chamber of Commerce event which met fundraising goal. Similar planning ongoing with Elgin Synagogue on FY13 100th gala event. Collaborated on successful Elgin Symphony Orchestra event to celebrate/recognize donor Harry Blizzard.
SSD	Establish externship program (short practical experiences in field of study)	Career Services has completed finalized with the legal department. The program will be marketed beginning in fall 2012.
VPO	Explore expansion of 2+2 partnerships with Roosevelt University	Additional 2+2 agreements were established to increase student transfer in program areas of Sustainability, Criminal Justice, Culinary, and Paralegal. Discussions continue regarding the development of a dual degree program.
Additional Improvements		
ABEC	Develop a quarterly newsletter to distribute internally and outside partners, highlighting positive student/client outcomes.	A quarterly newsletter has been developed and disseminated internally detailing current trends and initiatives in the department as well as highlighting positive student/client outcomes and employer partnerships.
BUS-SSCT	Increase marketing for culinary events	Additional marketing tactics have been implemented to increase exposure with past patrons, alumni, employees, and local businesses.

FY2012 Academic Goal Accomplishments

Appendix A – TLSD Advisory Committee Reports

The Teaching, Learning, and Student Development division formally recognizes the following advisory committees. Their purpose is to provide cross-functional input to guide the college. Each committee is expected to document their by-laws and establish annual goals aligned with the strategic plan. Official meeting minutes are taken and posted on the intranet. Committee membership is comprised of faculty, administrators, and support staff.

Academic Policy Committee

Chairpersons: Ms. Dawn Munson, Associate Professor II of Human Services & Dr. Jennifer McClure, Managing Director of Enrollment Services

Charge: Provide guidance for academic-related procedures. The Committee ensures procedures reflect the current shared values of the college and best support teaching, learning, and student development. Committee members include 18 faculty representing each academic division, student development, a student, and 7 administrators representing TLSD and Finance.

FY2012 Academic Policy Committee Accomplishments:

a. Reviewed and recommended out of committee the following administrative procedures
    - 1.101 Academic Credit for Learning Experiences other than Formal Instruction – revisions along with request for proficiency form
    - 1.103 Student Grades – revisions to include change in withdrawal policy
    - 1.104 Minimum Competencies – revisions
    - 4.104 Absence Notification from Dean of Students
    - 4.401 Complaint – minor clean up
    - 4.402 Student Code of Conduct – minor clean up
    - 4.408 Appeal – minor clean up
    - 4.404 Placement Test Appeals – revision for developmental math
    - NEW Academic Residency
    - NEW Attendance with accompanying grid for reference
    - NEW Academic Forgiveness
b. Approved revised committee bylaws
c. Reviewed proposed process to improve stakeholder input and approval process flow with the VPO office

Alliance for College Readiness

Chairpersons: Ms. Alison Douglas, Associate Professor II of English & Dr. Julie Schaid, Associate Dean for College Readiness and School Partnerships

Charge: Elgin Community College (ECC) and four area public school districts collaborate to provide curriculum, programs and support services focused on increasing academic success, improving students' transition to college, and reducing the number of Community College District 509 students requiring developmental coursework in college. Since the Alliance was formed in 2006, more than 250 high school and college faculty, staff and board members have participated.

FY2012 Alliance for College Readiness Accomplishments:

a. The *Reading Team* conducted a literacy survey that was completed by 862 middle school, high school and ECC faculty. The results will be used to develop PD workshops for faculty and to inform college readiness strategies related to literacy skill development. Team members include ECC (Ballard, Birkholz-Benter, Hu, Mao, Rhoades, Sanny, Schaid, Douglas), U-46 (Akeman, Romaniszak, Karner, Lopez, Lazar), D300 (Falk, Howe, Chatham, Koath, Wolff, Goodman), and D301 (Elliot, Weber, Zagorski).

FY2012 Academic Goal Accomplishments

b. The *Science/STEM Team* hosted a workshop focused on the new K-12 Science Framework. The new Science Framework will be the basis for the next generation of K-12 science standards. Dr. James Pellegrino was the keynote speaker. Ninety middle school, high school and college faculty attended the event. This team also expanded to include middle school faculty and doubled their attendance at team meetings. Team members include ECC (Diaz-Strong, Ballard, Douglas, Erbach, Schaid), U-46 (Jones, Van Slyck, Cleveland, Reynolds, Gartshore, Heisel, Ford, Flick, Ganek, Hollenberg, Pham, Rodgers, Russell), D300 (Compton, Sydnor, Danielson), and D303 (Tosello, Markwick).

c. The *Math Team* began the development of a new 4th year high school math course aligned with the Common Core State Standards and aimed at students who would not normally take math their senior year of high school. A team of twelve faculty worked on this initiative – 8 high school, 3 ECC, and 1 NIU. Math team members include ECC (Anderko, Bahaji, Douglas, Kernler, Lawrence, Martin, Moushoun, O'Connor, Ratter, Schaid, Scherger, Teichert, Walker, Watson, Beynon), U-46 (Reynolds, Sotiroff, Daniels, Przybylski, Olsem, Bullon, Muran), D301 (Yetter, Lewis, Mecum), and D300 (Shadel, Bruell, Hanschmann), and D303 (Volpe, Cruthers, Pemberton, Perry).

d. The *STEPS team* held the first high school "Senior Transition" Day. Approximately 100 high school seniors learned about the importance of placement testing and the National Career Readiness Certificate. These students will be tracked to see if they "place college ready" at a higher rate than the rest of recent high school graduates enrolling at ECC. Team members include ECC (Bonvallet, Colby, Douglas, Getz, Gundrum, Rhoades, Schaid, Schopen, Wagner), U-46 (Van Slyck, Sept, Hayes, Clauer, Zewde, Phillips, Vega, DePue, Harris, Sellers), D300 (Buhrow, Columbaro, Gavigan, McCarthy, Rodman, Dowling, Triana, Van Horn, Van Sickle, Vossel), D301 (Young, Knewitz), D303 (Haymond, Stone, Peters).

e. The *Writing Team* developed and piloted a presentation for high school seniors aimed at understanding and preparing for the writing portion of the placement test. Team members include ECC (Ballard, Beckham, Douglas, Schaid), U-46 (Cordoba, Luviano), D300 (Gavigan), D301 (Knewitz, Kreger), and D303 (Schmidt, Harms).

f. A new *English Language Learner Team* was formed. This team spent its first year researching transition from high school to college and curriculum alignment between the high school and college experience for ELL students. Team members include ECC (Austin, Campos-Moreira, Carreon-Glinsey, Douglas, Dziuiba, Gardea, Fiebig, Heinrich, Losowski, Luptak, McNulty, Parker, Perkins, Reyes, Rhoades, Stribling, Zapata), U-46 (Aburto, Crespo, Guzman, Cadengo, Johnson, Luviano, Tranter), D300 (Drakousis, Menchaca, Nagel, Suarez, Woodbury), D301 (Carlson, Martin, Nolan, Slenn, Young), and D303 (Ascharya, Crudele, Heredia, Kyle, Pomplun, Reusch).

g. A new *Data Team* was formed. The Data Team facilitated the signing of data sharing agreements between each school district and ECC. The team identified a Community College District 509 estimated college-going rate for high school graduates and Year 1-to-Year 2 persistence rate using National Student Clearinghouse data. Team members include ECC (Schaid, Rudden, Wiehle, Garber), U-46 (DeYoung, Steuer, Johnson), D300 (Churchill, Vicente), D301 (Whyte, Martin, Stirn), and D303 (Pomplun).

h. The January 2012 Alliance meeting featured national speakers, Dr. Allison Jones and Mr. Doug Sovde, from the PARCC Consortium.

i. Received 3rd year of JPMorgan Chase Foundation grant funding – FY12 award = $25,000. This amount reflects a $5000 increase in our award. The grant will support a portion of our summer bridge program, the development of a new 4th year high school math course, and software support for the new Math Center at ECC.

j. Received ICCB Literacy Collaboration grant - $18,000 – This grant was developed in collaboration with seven other community colleges and NIU. The funding supported the development of a literacy workshop

aligned with the new Common Core State Standards and focused on assisting both high school and college faculty who teach in various disciplines and CTE courses. Faculty learned strategies how to analyze text complexity when selecting textbooks and ways to engage their students in effective textbook reading.

Curriculum Committee

Chairperson: Dr. Joseph Rosenfeld, Associate Professor I of Human Services & Dr. Leticia Starkov, Associate Professor II of Economics

Charge: The Curriculum Committee shall attempt to insure that the curriculum reflects the current educational goals of the College. The Committee shall take under consideration such criteria as the educational philosophy of Elgin Community College; the educational needs and goals of the academic disciplines and programs; the educational needs of the students; the educational needs of the community; the graduation requirements of Elgin Community College; the transferability of courses; and the State guidelines and requirements.

The voting membership consists of faculty representatives chosen by faculty vote from the following divisions: Business; Sustainability, Safety, and Career Technologies; Communications and Behavioral Sciences; Liberal, Visual, and Performing Arts; Math, Science and Engineering; and Health Professions. Each of these divisions has one representative plus additional representatives in the proportion of one committee member for every ten fulltime faculty members. In addition, one voting representative is chosen from each of the following: the Counseling Department; Learning Resources; College Transitions and Developmental Education; and Adult Basic Education.

FY2012 Curriculum Committee Accomplishments:
a. Reviewed and revised Policy and Procedures manual for the Committee
b. Established a subcommittee to review the awarding of Multiple Transfer degrees. The subcommittee has presented its findings and recommendation and will reconvene with the committee as a whole next year.
c. Curriculum approvals effective with the 2012-13 catalog:
   o 62 major revisions to courses; majority of changes to pre-requisites
   o 57 course withdrawals
   o 25 revisions to courses within certificates/degrees (mainly due to course revisions)
   o 19 new courses
   o 5 new certificates:
     ▪ Auto Heating & Air Conditioning BVS
     ▪ Customer Relationship Management BVS
     ▪ Computer Integrated Manufacturing AAS
     ▪ Computer Integrated Manufacturing VS
     ▪ Music Production BVS
   o Withdrew one certificate in Thermoplastics Injection Molding BVS

Honors Program Committee

Chairperson: Dr. Johanna Cummings Bernard, Associate Professor I of English

Charge: Oversee the ECC Honors Program which includes establishing program policies, fosters community among honors students, and supporting Honors faculty. In addition, the Committee evaluates the effectiveness of the program through outcomes assessment and implements necessary improvements.

Committee members include faculty, Counseling, student development, and administrative support from the office of the Vice President for Teaching, Learning, and Student Development Department.

FY2012 Academic Goal Accomplishments

FY2012 Honors Program Committee Accomplishments:
a. Transitioned to new leadership - new Director and administrative liaison
b. Established Committee by-laws; roles & responsibilities
c. Created outcomes & assessment plan
d. Initiated faculty development offerings
e. Leveraging closer collaboration with PTK
f. Enhanced marketing & student recruitment efforts
g. Revised proposal approval process
h. Documented & clarified program policies (program admission, minimum enrollment, proposal submission, and honors scholar designation)
i. Developed two-year schedule of honors offerings

Global/International Studies Team

Chairperson: Ms. Mary Hatch, Dean of Liberal, Visual & Performing Arts

Charge: Provide leadership to increase the global competence of faculty, staff and students through strategies to globalize the curriculum, plan extra and co-curricular events, development of global exchanges and study abroad opportunities, and support for and recruitment of international students. Membership includes faculty, administrators and staff from across the college. The Steering Committee provides direction and oversight to the sub-committees: (1) Curriculum, (2) Study Abroad and Faculty Exchange, (3) International Student Enrollment and Services, and (4) Extra and Co-curricular Events.

FY2012 GIST Accomplishments:
a. Conduct professional development activities to increase faculty capacity for infusing global content across the curriculum. Present and support public events to increase awareness of other cultures.
   - Support continued development of Title VIA Asian Language and Area Studies Program. Faculty members selected to participate in professional development activities; four faculty workshops (India focus) conducted at ECC; ten faculty attended annual South Asia conference in Madison, Wisconsin; eight faculty traveled to India to immerse in culture prior to infusing courses with India content.
   - Presented and/or provided support for multiple cultural events to promote new Asian curricula (Mandarin Chinese and Hindi language courses and South and East Asia area studies courses).
   - Proposed revision to ECC's global awareness general education outcome. SLAAC is currently collaborating with GIST and MAGIC to formulate a final version.
b. Provide support for expansion of study abroad and faculty exchange partnerships.
   - Supported two short-term, faculty led programs to provide participants with hands-on learning, cultural excursions and immersion into the local community for ECC culinary and hospitality students (L'Amandier Culinary School in Angouleme, France and Schulen Semmering Culinary Institute in Semmering, Austria at Tourismus).
   - Memorandum of understanding (MOU) signed with the following organizations:
     o Universidad Interamericana de Puerto Rico for study abroad
     o North East Hill University in India to advance program development
     o Several institutions in China - Chongqing Technical & Business University, Shanxi Normal University, Chongqing Finance & Economics College, Southwest University of China.
     o Two high schools in China Sanyuan and Haikou for their students to attend ECC.
   - Three students studied at Chongqing Technical & Business University (China) for a semester; this was the first ECC cohort to do so with this new partner.
c. Actively recruit international students and provide a safe, secure and high quality housing experience for international students.

FY2012 Academic Goal Accomplishments

- Homestay program developed to provide viable housing option for incoming international students. New part-time International Services Specialist position created to coordinate the ECC Homestay Program for International Students.
- To assist Sanyuan Foreign Languages School in China in preparing students for success at ECC, the Intensive English Program provided training to two Sanyuan faculty members on implementation of the Focal Skills Approach.
- Initiated collaboration with ECC Foundation staff to expand scholarships for international students.
- Shanxi Normal University will send three students on exchange terms to ECC in fall of 2012.
- Created new advertising materials for print and web. International Services office has received over 250 inquiries from students across the globe regarding attending ECC.

Learning Communities Steering

Chairperson: Dr. Mary Perkins, Director of Student and Academic Effectiveness

Charge: A learning community is two or more courses linked by integrated assignments and the same group of students co-enrolling. In these communities, students are more successful and build stronger connections with their peers and instructors. The Committee oversees the Learning Communities Program which includes guiding faculty to develop communities and supporting faculty to strengthen integrated assignments. In addition, the Committee evaluates the effectiveness of the program through outcomes assessment and implements necessary improvements.

Committee members include faculty, Counseling, and administrative support from the office of the Vice President for Teaching, Learning, and Student Development Department.

FY2012 Learning Community Committee Accomplishments:
a. Committee gained recognition as a formal TLSD Committee with allocation of a faculty chairperson and program budget established in FY13
b. Developed Learning Community Program handbook and resources to assist faculty with the development and review of learning community offerings
c. Piloted accelerated learning model with advanced ESL students co-enrolled in ENG101
d. Developed first year-long block schedule for developmental students starting fall 2012
e. Established annual growth plan
f. Recruited 17 additional faculty to participate in the program
g. Implemented mentoring for new LC faculty for fall 2012
h. Established regular faculty meetings for learning community faculty

Multicultural and Global Infusion Committee

Chairpersons: Clark Hallpike, Professor II of Management & Kimberly Tarver, Professor I of Physical Therapist Assistant

Charge: Prepare individuals to succeed in a diverse society by providing and supporting multicultural learning experiences in an inclusive environment. Membership is open and all are welcome to participate in MAGIC events and meetings.

FY2012 MAGIC Accomplishments:
a. Provided in-depth learning experiences for the college community by a variety of formats including film, books, theatrical performance, articles, invited speakers, and discussions. Topics include a wide range from multicultural teaching practices to bullying to African American and Latino cultures.

b. Hosted a dinner which included students, MAGIC members and community members. Discussion revolved around student experiences and offered direction for planning for FY2013 with an emphasis on strategizing ways to support student success and involvement with MAGIC.
c. Hosted workshop to increase understanding of MAGIC representatives on search committees.
d. Sponsored a variety of campus-wide multi-cultural learning experiences for students and staff, including the Student Lock-in and Diversity Conference and the Embracing Cultures on Campus events. Social media was used to promote events and increase awareness of MAGIC activities and issues related to our mission.
e. MAGIC faculty collaborated to provide input to ECCFA committee for the Faculty Evaluation Handbook to encourage addressing of cultural competence on the classroom observation form.
f. MAGIC keeps members informed about local, regional and national conferences. MAGIC did not allot any funds to support attendance at external conferences and events, however members of MAGIC did attend the following:
    - DuSable Museum Film Series
    - National Conference on Race and Ethnicity
    - National Association for Multicultural Education
    - Community Colleges for International Development
    - Diversity Conference at Harper College

Student Learning Assessment and Advisory Committee

Chairperson: Mr. Eric Long, Instructor of Speech & Scott Adams, Instructor of Criminal Justice

Charge: Provide oversight to assessment at the general education level. The seven general education outcomes are rotated for review every three years and each review occurs in a three-phase process. During Phase One (the first year) the committee analyzes current data and trends, reviews current outcome language, and plans new strategies to improve student learning. During Phase Two (the second year), the committee implements plans to measure the selected outcomes, and in Phase Three (the third year), the committee reviews and disseminates the results from the assessment process. The cycle then begins again as the data is analyzed for effectiveness and new strategies are devised.

Committee members include faculty representation from each academic division, Counseling, library, student development, as well as administrative support from the office of the Vice President for Teaching, Learning, and Student Development Department.

FY2012 Assessment Committee Accomplishments:
Three general education outcomes were addressed this past year:

Phase 1 Plan: Global Awareness and Diversity
a. Retitled and rewrote the Global Awareness Outcome as the Cultural Competency Outcome to better reflect college-wide initiatives. The new language was based on comparative research in which the committee examined similar outcomes from other colleges and universities.
b. Began collaboration with MAGIC, GIST, and other college committees to establish a learning outcome best suited for all campus entities.

Phase 2 Implement: Information and Technology Literacy
a. The committee finished the planning phase of FY11 (cut short due to work to rule) by re-writing the information literacy outcome to include components of technology usage instead of technology being a separate outcome.
b. The committee designed a tool to measure students' research and technological abilities. This will be administered as part of new student placement testing. The new process should be fully operational in November.

FY2012 Academic Goal Accomplishments

    c.   A faculty survey was created and distributed to assess information and technology skills students need to be successful in their classes. Results will be compiled over the summer.

Phase 3 Review: Writing

    d.   The committee spent investigated procedures for collecting student work for assessment purposes ensuring that privacy and IRB protocols were maintained.

    e.   The committee designed a rubric to assess components of students' writing.

    f.   The committee invited faculty to submit student writing samples from across the curriculum via D2L and internal servers. A team of readers will assess the samples over the summer, and the data will be reviewed in the fall.

In addition to the work that was conducted related to assessing the learning outcomes, the Committee also implemented several efforts to assist faculty with their individual assessment strategies.

    a.   The committee hosted the 2rd Annual Assessment Diaries through CETL in September.

    b.   Supported faculty and staff attendance at the Assessment Institute in Indianapolis, the 16th Annual Illinois Community College Assessment Fair, and the annual Higher Learning Commission conference.

    c.   Key learnings from these conferences are being utilized to inform continual improvements to the Program Review process and to continue to promote understanding among ECC faculty.